

## Bells Elementary

12088 Bells Highway  
Ruffin, South Carolina 29475

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	336 Students	
<b>Principal</b>	Cordelia Jenkins	843-866-2417
<b>Superintendent</b>	Charles W. Gale Jr.	843-549-5611
<b>Board Chair</b>	Michael Crosby	843-549-5715

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	24	80	39

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Below Average	Unsatisfactory	No

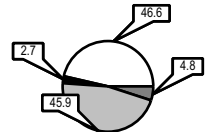
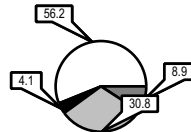
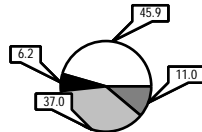
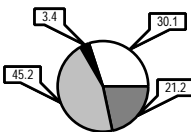
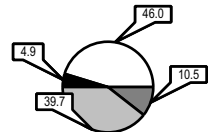
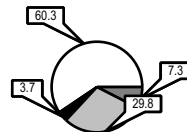
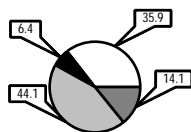
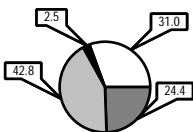
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	159	97.5	28.2	46.5	21.8	3.5	40.8	Yes	Yes
<b>Gender</b>									
Male	76	94.7	33.8	46.2	16.9	3.1	36.9	N/A	N/A
Female	83	100.0	23.4	46.8	26.0	3.9	44.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	48	97.9	19.5	36.6	34.1	9.8	68.3	Yes	Yes
African American	108	97.2	32.0	50.0	17.0	1.0	30.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	139	98.6	20.0	51.2	24.8	4.0	46.4	N/A	N/A
Disabled	20	90.0	88.2	11.8	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	97.5	28.2	46.5	21.8	3.5	40.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	159	97.5	28.2	46.5	21.8	3.5	40.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	136	97.1	27.7	48.7	21.8	1.7	38.7	Yes	Yes
Full-pay meals	23	100.0	30.4	34.8	21.7	13.0	52.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	159	97.5	44.8	37.8	11.2	6.3	27.3	No	Yes
<b>Gender</b>									
Male	76	96.1	42.4	34.8	13.6	9.1	28.8	N/A	N/A
Female	83	98.8	46.8	40.3	9.1	3.9	26.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	48	95.8	22.0	46.3	19.5	12.2	46.3	Yes	Yes
African American	108	98.1	54.5	33.7	7.9	4.0	19.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	139	99.3	40.5	39.7	12.7	7.1	30.2	N/A	N/A
Disabled	20	85.0	76.5	23.5	0.0	0.0	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	97.5	44.8	37.8	11.2	6.3	27.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	159	97.5	44.8	37.8	11.2	6.3	27.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	136	97.1	46.7	40.0	10.8	2.5	23.3	No	Yes
Full-pay meals	23	100.0	34.8	26.1	13.0	26.1	47.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	159	99.4	55.9	31.0	9.0	4.1	13.1
<b>Gender</b>							
Male	76	98.7	60.3	23.5	8.8	7.4	16.2
Female	83	100.0	51.9	37.7	9.1	1.3	10.4
<b>Racial/Ethnic Group</b>							
White	48	97.9	34.1	34.1	22.0	9.8	31.7
African American	108	100.0	64.1	30.1	3.9	1.9	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	139	99.3	49.2	35.7	10.3	4.8	15.1
Disabled	20	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	99.4	55.9	31.0	9.0	4.1	13.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	159	99.4	55.9	31.0	9.0	4.1	13.1
<b>Socio-Economic Status</b>							
Subsidized meals	136	99.3	59.8	30.3	6.6	3.3	9.8
Full-pay meals	23	100.0	34.8	34.8	21.7	8.7	30.4

<b>Social Studies</b>							
All Students	159	99.4	46.2	46.2	4.8	2.8	7.6
<b>Gender</b>							
Male	76	98.7	47.1	41.2	8.8	2.9	11.8
Female	83	100.0	45.5	50.6	1.3	2.6	3.9
<b>Racial/Ethnic Group</b>							
White	48	97.9	31.7	48.8	9.8	9.8	19.5
African American	108	100.0	51.5	45.6	2.9	0.0	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	139	99.3	43.7	47.6	5.6	3.2	8.7
Disabled	20	100.0	63.2	36.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	99.4	46.2	46.2	4.8	2.8	7.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	159	99.4	46.2	46.2	4.8	2.8	7.6
<b>Socio-Economic Status</b>							
Subsidized meals	136	99.3	48.4	47.5	3.3	0.8	4.1
Full-pay meals	23	100.0	34.8	39.1	13.0	13.0	26.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	49	100.0	26.1	32.6	41.3	0.0	41.3
	4	50	100.0	26.1	54.3	19.6	0.0	19.6
	5	42	100.0	22.0	65.9	12.2	0.0	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	94.5	38.3	29.8	25.5	6.4	31.9
	4	49	100.0	29.8	46.8	19.1	4.3	23.4
	5	55	98.2	16.7	62.5	20.8	0.0	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	49	100.0	13.0	65.2	15.2	6.5	21.7
	4	50	100.0	30.4	43.5	19.6	6.5	26.1
	5	42	100.0	43.9	36.6	12.2	7.3	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	96.4	60.4	29.2	8.3	2.1	10.4
	4	49	100.0	38.3	36.2	17.0	8.5	25.5
	5	55	96.4	35.4	47.9	8.3	8.3	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	49	100.0	50.0	50.0	0.0	0.0	0.0
	4	50	100.0	63.0	21.7	15.2	0.0	15.2
	5	42	100.0	68.3	26.8	4.9	0.0	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	98.2	65.3	26.5	8.2	0.0	8.2
	4	49	100.0	46.8	34.0	10.6	8.5	19.1
	5	55	100.0	55.1	32.7	8.2	4.1	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	49	100.0	19.6	65.2	13.0	2.2	15.2
	4	50	100.0	37.0	50.0	13.0	0.0	13.0
	5	42	100.0	68.3	31.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	98.2	59.2	36.7	2.0	2.0	4.1
	4	49	100.0	36.2	53.2	8.5	2.1	10.6
	5	55	100.0	42.9	49.0	4.1	4.1	8.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 336)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.6%	Down from 1.7%	4.0%	2.8%
Attendance rate	96.5%	Up from 94.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	Down from 5.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Down from 5.7%	0.0%	0.0%
Eligible for gifted and talented	4.9%	Down from 10.8%	4.0%	10.4%
On academic plans	0.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.2%	1.0%
With disabilities other than speech	6.7%	Down from 8.0%	7.2%	7.5%
Older than usual for grade	0.7%	Down from 1.6%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.5%	Up from 6.2%	0.0%	0.0%
<b>Teachers (n= 20)</b>				
Teachers with advanced degrees	60.0%	Up from 47.6%	51.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	25.2%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	10.0%	No change	2.5%	0.0%
Teachers returning from previous year	80.2%	Down from 82.6%	83.8%	87.3%
Teacher attendance rate	90.0%	Down from 96.0%	94.6%	94.9%
Average teacher salary	\$40,968	Up 4.8%	\$41,427	\$42,485
Prof. development days/teacher	21.2 days	Up from 11.9 days	14.1 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.3 to 1	16.5 to 1	18.6 to 1
Prime instructional time	81.2%	Down from 87.0%	88.6%	89.7%
Dollars spent per pupil*	\$5,775	Down 1.8%	\$7,552	\$6,557
Percent of expenditures for teacher salaries*	61.8%	Down from 65.8%	61.3%	64.0%
Percent of expenditures for instruction*	65.6%		68.0%	69.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	Down from Good	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Bells Elementary School is to build success through teamwork in a safe and welcoming environment where every child is nurtured to achieve academic excellence through higher expectations, enabling them to become productive and lifelong learners. America's Choice School Design model is an innovative approach to literacy instruction enabling every student to hit high standards.

Instruction at Bells is standards-driven. The rituals and routines in reading and math blocks prepare students to deal with demanding content and become independent learners. Inquiry-based science and social studies are integrated into the instructional program. Teacher Specialists in English language arts, mathematics, science, or social studies are utilized in the upper elementary grades.

Instruction at Bells is data driven. Students are equipped with test-taking strategies through PACT Practice workbooks and Buckle Down. The students remediate in safety nets, such as short-term, skill-specific focus groups, after-school homework and summer enrichment. Orchard software is utilized for administering benchmark tests each grading period and the program assigns exercises based on the assessed weaknesses and strengths. Reading Renaissance is utilized for diagnostics and prescription for students' reading and for tracking students' reading in our 25 book/Million Words Campaign. Teachers use Pearsons Learning's Developmental Reading Assessment to assist in determining students' reading levels using running records. Our end of the year reading assessment shows that our students are ready to read in the next grade level.

The school has met the attendance goal for the 2005-2006 school year. Our office staff encouraged attendance through phone calls to absentees. An automatic dialer assists the staff with contacts. Students with perfect attendance are recognized.

In collaboration with the America's Choice leadership team and with the involvement of parents and the school community through PTO and School Improvement council, the principal leads school-wide planning that targets each student's performance and gets results. Bells Explorers strive for excellence and students are empowered to reach their academic potential. By implementing the school reform model from America's Choice, Bells Elementary has taken proactive measures toward that success.

Cordelia Jenkins, Principal  
Karen Boyd, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	15	51	20
Percent satisfied with learning environment	93.3%	88.0%	70.0%
Percent satisfied with social and physical environment	86.7%	92.2%	65.0%
Percent satisfied with school-home relations	46.7%	96.1%	70.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.